

INITIAL STATUS REPORT

Team Name: Tech-N-Effect

Team Member Attendance:

Janel Koellner, Cindy Robinson, Amelia Capotosta, Vince Velazquez, Jen Washko

Contacts with SME (date, time, method):

Thursday, February 27, 3:00 p.m. (in person, Cindy Mako-Robinson, via phone Janel Koellner)

Describe Learning Situation

At this early stage, the learning situation will be independent and online, however our presentation may also be included in face-to-face inservice presentations by the ID team.

Describe the Learning Problem

The learning problem is a lack of knowledge and skills of the faculty at U of A when in developing online courses. Not all faculty have the background or expertise to properly transfer their current lecture style course into an online course. In addition faculty are not aware of how and what tools will effectively support their course content.

Statement of the learning goal

To develop a single learning module for faculty planning to develop an online learning course.

What are the Needs?

The UA Instructional Design team needs a way to inform faculty members of the scope of their services. In addition, there is a need to educate faculty on how to prepare for the transition of their materials to online presentation. Faculty members need a simple, concise resource to be introduced to the process of online course development.

Who are the Learners?

Faculty members at the University of Akron who are in need of training to create online courses.

Key Learning Tasks

Faculty need a basic introduction to items/content that they need to prepare prior to the meeting with an ID team to design online courses/modules (in the event of hybrid courses.)

Relevant Learning Theory

The learners our project is targeting are faculty and instructors that teach on the college level. This population is diverse in background, content and years of experience. Most notably they are the subject matter experts that will be working individually with the ID team. The fundamental principles of adult learning theory (adult education- andragogy) will be a good fit for this population.

High-level performance objectives

After reviewing the presentation, U of A faculty will:

1. Engage in the development of an online course with the ID team.
2. Assess technology platform options available by DDS and list the platforms you feel comfortable learning.
3. Organize current course content in alignment with the Quality Matters handout.

Identify selected instructional strategies

Initial instructional strategies include an online presentation that can be embedded on the DDS website. The platform for the presentation has not been selected, however will include success stories of faculty who have completed the transition to an online course.

Identify selected instructional sequence

1. Watch introduction learning module
2. Highlight success stories of current faculty who have transitioned their course
3. Demonstrate how to complete pre-planning forms
3. Meet with faculty to discuss course transition planning and timeline

Learner-related sequencing:

1. Contact the DDS team to register for one of the three pre-planning options
2. Participate in one of the three pre-planning options
3. Review Quality Matters handout
4. Align current course syllabus information with the preplanning handout
5. Schedule a meeting with the ID team

Identifiable prerequisite: The basic technologies needed for online courses (Internet, computer, presentation software) will be touched on first to make sure faculty have prior knowledge and a basis to start with.

Familiarity: We will talk about using Springboard, a site they are familiar with from teaching face-to-face classes.

Difficulty: We will start with showing the options in Springboard for online learning, a concept that should be easier for faculty.

Interest: We will show graphically appealing videos and presentations on successful online courses and what they look like in order to engage the faculty and pique their interest level.

Development: When the tutorial is completed, faculty learners will have enough background knowledge and have reached the developmental level to be able to move on to organizing and creating their own online courses.